



WDE Assessment Updates

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-Deb Lindsey-
777-8753

-Jessica
Steinbrenner-
777-8568

-Michelle Carroll-
777-3618

-Pari Swanson-
324-8122

-Will Donkersgoed-
777-5133

-Bailey Anthony-
777-5296

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Release of 2014 Statewide Testing Data

On Monday, September 22, the WDE will be releasing results from PAWS, SAWS, and the ACT suite. Beginning Monday morning, the embargo will be lifted and you can communicate district and school performance data with the public. As promised, we have provided some FAQs and other resources that are intended to help communicate the shift in performance that was expected with re-setting the cut scores. Here's a link to the Memorandum to Superintendents that provides links to the resources.

<http://edu.wyoming.gov/download/communications/supts-memos/2014-106-information-tool-kit.pdf>

Attached with this newsletter is a ppt template that you might find useful for local presentations as well. It contains more detailed information than the Measures Up ppts.

Updates to Confidential Student Data on Fusion

Also on Monday, the student level data in Fusion will be updated to include Student Growth Percentiles (SGPs) for students in grades 4 - 8. Adequate Growth Percentiles (AGPs) cannot be computed this year because of the shift in performance levels. AGPs will return after the spring 2015 PAWS administration. At the high school level, we've replaced the ACT English Language Arts column with a Combined English Language Arts/Writing column. The Combined score is what is used for state accountability under WAEA. Please make sure you database staff are aware of the addition and the change so they can update your SIS/other data tables.

PAWS and SAWS Scale Score Ranges

This summer, WDE had to set new cut scores that define *how much* students need to know/do in order to earn scores in each of the performance levels (advanced, proficient, basic, and below basic). WDE convened standard-setting panels to review test questions against the academic targets established in the standards. For this content based standard setting, panelists were asked to make recommendations about what students need to know and be able to do at each grade level, 3-8 for PAWS and 5 and 7 for SAWS, in order to earn a score in each of the performance levels. The WDE then took those recommended cuts and smoothed the proficiency levels, where necessary, to fit a vertical scale. Below are the tables for PAWS and SAWS Scale Score Proficiency Level Ranges for grades

Wyoming Cut Scores for SAWS

| SAWS Cut Scores (Total Poss = 24) | | |
|-----------------------------------|----------------|----------------|
| | Gr 5 Raw Score | Gr 7 Raw Score |
| Basic | 9 | 9 |
| Proficient | 14 | 14 |
| Advanced | 21 | 21 |

Wyoming Cut Scores for PAWS

| Scale Score Proficiency Level Ranges for Grades 3–8 Math | | | | |
|--|-------------|-----------|------------|-----------|
| Grade | Below Basic | Basic | Proficient | Advanced |
| 3 | 375 - 549 | 550 - 598 | 599 - 659 | 660 - 850 |
| 4 | 400 - 583 | 584 - 636 | 637 - 696 | 697 - 875 |
| 5 | 425 - 608 | 609 - 651 | 652 - 726 | 727 - 900 |
| 6 | 450 - 628 | 629 - 676 | 677 - 742 | 743 - 925 |
| 7 | 475 - 652 | 653 - 696 | 697 - 752 | 753 - 950 |
| 8 | 500 - 663 | 664 - 706 | 707 - 762 | 763 - 975 |

| Scale Score Proficiency Level Ranges for Grades 3–8 Reading | | | | |
|---|-------------|-----------|------------|-----------|
| Grade | Below Basic | Basic | Proficient | Advanced |
| 3 | 375 - 552 | 553 - 589 | 590 - 640 | 641 - 800 |
| 4 | 400 - 565 | 566 - 605 | 606 - 659 | 660 - 825 |
| 5 | 425 - 577 | 578 - 619 | 620 - 667 | 668 - 850 |
| 6 | 450 - 588 | 589 - 629 | 630 - 680 | 681 - 875 |
| 7 | 475 - 605 | 606 - 641 | 642 - 692 | 693 - 900 |
| 8 | 500 - 615 | 616 - 655 | 656 - 710 | 711 - 925 |

ACT Scale Score Ranges

In August, WDE convened a standard setting panel to set cut scores on the ACT reflecting the higher expectations of the 2012 Wyoming Content and Performance Standards. An empirical standard setting took place. Using the recommendation from the panelists, and per the advice of its Technical Advisory Committee, the Department then created a new Wyoming ACT scale, transforming the traditional ACT scale to a 3 digit number. The cuts for basic, proficient, and advanced are in the table below.

It's important to note that there will be some students with the same traditional ACT scale score who have different Wyoming ACT scale scores. This is because the new Wyoming ACT scale takes into account item difficulty as well as item discrimination (the extent to which an item distinguishes between higher and lower performing students) and guessing. Essentially, it takes into account the characteristics of the items each student correctly answered as well as the characteristics of the items the student missed. In this way, students get more credit for some items than others.

Wyoming ACT Scale Score Ranges, 2014

| | | |
|---------|------------|-----------|
| Math | Basic | 122 - 149 |
| | Proficient | 150 - 169 |
| | Advanced | 171 + |
| Reading | Basic | 129 - 149 |
| | Proficient | 150 - 163 |
| | Advanced | 164 + |
| Science | Basic | 127 - 149 |
| | Proficient | 150 - 173 |
| | Advanced | 174 + |

We've had many questions about the new scale, so we've written a more technical explanation. The five page document is attached with the newsletter, and it details why we were unable to use the traditional ACT scale (1-36) for performance level cuts.

Please also be aware that there is one cut for the Combined ELA/Writing score. This single cut differentiates proficient students from non-proficient ones, and we've established that cut at 150 on the Wyoming ACT scale. Scores on the Combined ELA/Writing scale that are 150 or higher are proficient. These data are intended for use in the School Performance Reports (SPRs).

If you have additional questions, please contact Deb Lindsey at 777-8753 or Jessica Steinbrenner at 777-8568.

2014-2015 Assessment Calendar

| Grade | NAEP Jan 26 – Mar 6 | PAWS Mar 2 - 27 | WY-ALT Feb 23 – Mar 27 | SAWS Apr 13 – May 1 | ACCESS & ALT for ELLS Jan 19 - Feb 23 | EXPLORE Apr 20 - May 12 | PLAN Apr 20 - May 12 | ACT Plus Writing Apr 28 (May 12) | WorkKeys Apr 29 (May 13) Optional | COMPASS Oct 6 - 24 April 20 - May 12 |
|-------|---------------------------|--------------------|------------------------------|---------------------------|---|-------------------------------|----------------------------|---|--|---|
| K | | | | | X | | | | | |
| 1 | | | | | X | | | | | |
| 2 | | | | | X | | | | | |
| 3 | | X | X | X | X | | | | | |
| 4 | X | X | X | | X | | | | | |
| 5 | | X | X | X | X | | | | | |
| 6 | | X | X | | X | | | | | |
| 7 | | X | X | X | X | | | | | |
| 8 | X | X | X | | X | | | | | |
| 9 | | | X | | X | X | | | | |
| 10 | | | X | | X | | X | | | |
| 11 | | | X | | X | | | X | X | |
| 12 | | | | | X | | | | X | X |

Reminder: Explore and Plan are required for students in grades 9 and 10 respectively! Only WorkKeys and Compass are optional!

NWEA MAP Training - Mark Your Calendars!

In November, the Northwest Evaluation Association (NWEA) will be offering a series of professional development workshops around the state from their MAP (Measures of Academic Progress) Foundation series. The workshops will help educators gain strategies for using MAP reports to engage in high-impact goal setting, and connecting MAP data to a variety of needs—including how to use the data to support the transition to more rigorous state standards like the Common Core. The workshops will also address the use of differentiated instruction to meet the needs of students through the use of flexible groupings and instructional ladders. The workshops will be offered in 3-hour modules.

| Dates | Locations |
|-----------------|--------------|
| November 11, 12 | Evanston, WY |
| November 11, 12 | Gillette, WY |
| November 12, 13 | Cheyenne, WY |
| November 18, 19 | Lander, WY |
| November 19, 20 | Casper, WY |

Registration and complete site information is forthcoming. If you are interested, be sure to register early as space is limited.

Professional Development Opportunity: Standards Extensions for Students with Significant Cognitive Disabilities (SCD)

WDE will be sponsoring 5 one-day training sessions for special educators and related service providers, conducted by a representative from the Center for Literacy Disability Studies from the University of North Carolina at Chapel Hill. The training will focus on literacy and the newly developed standards extensions that align to the WyCPS in English language arts and mathematics. In this one day session that will be offered in various regions of the state, participants will have a sneak peek at literacy for students w/SCD. Participants will have the opportunity to dig in to the new ALT standards and take away some lesson plans to use immediately in their classroom as well. A follow up, more in-depth session is being also planned for the summer 2015.

Locations and exact dates are still being determined, but we are planning for the middle of November. More details will be shared as soon as they are available. Watch the newsletter for more information!

Assessment Professional Development Coming In December

The Wyoming Department of Education would like to offer an opportunity for teachers and pre-service teachers to learn about assessment. The purpose of this professional development is to share everything from the basic terms associated with assessment, to how to access, interpret, and use data from state assessments. We are also planning to provide further information surrounding Lexile and Quantile measures. Please keep an eye on the newsletter for this upcoming professional development opportunity planned for the second week in December in Casper.

Change In Exemption Practice for 2014-15

After much review of the practice of exemptions from statewide assessment in Wyoming, and following discussion with the AG's office, it has been determined that there will be NO exemption process implemented in 2014-15. Both federal and state laws are clear that all students are expected to participate in the assessment system, either via the regular assessment (with or without accommodations) or via the alternate assessment. We know that some students cannot participate for reasons beyond the school's control (e.g. out of state placement, incarcerated, medically fragile). This is why the participation rate target on statewide assessments is 95%; it allows for these kinds of situations. We recognize, however, that in small schools, just one student can result in a school missing the participation rate requirement. We encourage you to keep records locally regarding which students did not participate in statewide assessments (and for what reasons). WDE will be crafting a process for appeals of School Performance Report (SPR) designations (exceeding, meeting, partially meeting, not meeting expectations). Schools may appeal their designation if they drop a performance level because of test participation ***IF*** the less-than-95% participation is a direct result of students who would have been previously exempted. Please direct any questions about this change to Deb Lindsey, 777-8753.

Smarter Balanced On-Line Panels - Achievement Level Setting

SBAC has extended its deadline to sign up to participate in the on-line panels for standard-setting in English language arts and mathematics. The new deadline is Friday, September 26. Participants will recommend an achievement level score for one grade level and subject that demonstrates how much students should know or be able to do in order to meet the grade-level standards and to be on track for eventual college and career readiness. Panelists can participate from the comfort of their own home or office, at a time that works best for them.

The Online Panel for Achievement Level Setting will occur October 6–17, 2014. It will take participants up to three hours to complete the orientation process, review test questions, and recommend a score. Each participant will have two days to complete the entire process.

Visit the Smarter Balanced website to [register and learn more](#). Registration closes on September 26, 2014.

Upcoming ACCESS for ELLs 2.0 Online Assessment Webinars

To help prepare educators for the transition to the ACCESS for ELLs 2.0 online assessment, WIDA has scheduled the following two webinars:

September 19th

Topic: **ACCESS for ELLs 2.0 Operational Test Q & A Webinar**

Time: 3:00pm CST

Weblink: <https://meetings.webex.com/collabs/#/meetings/detail?uuid=M3A92DDLNIOSJ3L2C9ASEISCKX-ADER&rnd=294484.48468>

Audio Connection: [1-650-479-3207](tel:1-650-479-3207)

Meeting Number: 190 048 358

Purpose: to provide a brief overview of the online ACCESS for ELLs 2.0 operational test and provide an opportunity for district staff to ask questions. The online test will become operational in the 2015-16 school year.

Note: WIDA encourages participants to watch the new ACCESS for ELLs 2.0 Overview Webinar Recording (<http://assetsproject.org/implementation/operational.aspx#testPrep>) prior to the September 19th Q & A webinar.

September 26th

Topic: **ACCESS for ELLs 2.0 Field Test Webinar**

Time: 3:00pm CST

Weblink: <https://meetings.webex.com/collabs/#/meetings/detail?uuid=M2KTZA464VMC56UOQPYO6XFL5S-ADER&rnd=733430.62233>

Audio Connection: [1-650-479-3207](tel:1-650-479-3207)

Meeting Number: 194 517 845

Purpose: to provide information about participating in the 2015 ACCESS for ELLs 2.0 Field Test, which will take place between December 2014 and April 2015.

Both webinars will also be recorded and posted to the WIDA/ASSETS Project website. For any questions or for more information contact Meredith Alt, ASSETS Project Manager at WIDA, at mlalt@wisc.edu